DOCUMENT RESUME

ED 440 363 CS 013 943

AUTHOR Stange, Terrence V.; Ponder, John M.
TITLE Literacy Scaffolding Strategies for Diverse Learners: A Bridge for Tomorrow.
PUB DATE 1999-11-00
NOTE 20p.; Paper presented at the Regional Conference of the Southwest International Reading Association (27th, Little Rock, Arkansas, November 17-20, 1999).
PUB TYPE Guides - Non-Classroom (055) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Classroom Techniques; Elementary Education; *Inclusive Schools; *Literacy; Regular and Special Education Relationship; *Relevance (Education); Resource Room Programs; *Special Needs Students; *Teacher Characteristics
IDENTIFIERS *Instructional Strategy Usage; *Scaffolding

ABSTRACT

Teachers are likely to have exceptional learners in their classrooms and thus need better understanding of these students to provide for their literacy needs. The acronym "SPECIAL NEEDS" suggests the following teacher characteristics and tasks: Sensitivity, Patience, Empathy, Caring, Individualized instruction, Acceptance, Life skills, Nature of needs, high Expectations, Encouragement, Direct instruction, and Systematizing. Labels of special needs types include learning disabled, mentally retarded, and emotionally and behaviorally disordered. Suggestions for organizing instruction are study carrels, cooperative learning (student to student), strategy groups based on particular skills, contracting about goals, "slicing" to reduce assignment size, thematic units, learning activity centers, and books on tape or CD-ROM. Other strategies specific to literacy instruction are language experience, sustained silent reading, sustained silent writing, rereading, echo/neuro-impress reading, and visual auditory kinesthetic tactile strategy (VAKT). (Contains 17 references.) (EF)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 440 363

Running head: LITERACY SCAFFOLDING STRATEGIES FOR DIVERSE

SCOPE OF INTEREST NOTICE

The ERIC Facility has assigned this document for processing to: EC

In our judgment, this document is also of interest to the Clearinghouses noted to the right. Indexing should reflect their special points of view. CS

Literacy Scaffolding Strategies for Diverse Learners: A Bridge for Tomorrow

Terrence V. Stange and John M. Ponder

Arkansas State University at State University

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Terrence Stange

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

A Paper Session at the 27th Southwest International Reading Association Regional Conference in Little Rock, Arkansas, November 17-20, 1999.

CS 013 943

Abstract

Teachers today are likely to have exceptional learners in their classrooms. This paper includes information to assist teachers as they accommodate the needs of exceptional learners. Topics addressed comprise legal aspects and the inclusion movement, psychological organization of the teacher, psychological organization of exceptional children, instructional organization, and helpful language-based strategies as exceptional children learn literacy. (16 references provided)

Literacy Scaffolding Strategies for Diverse Learners: A Bridge for Tomorrow

New and experienced classroom teachers expressed a need to learn about exceptional children. A first year teacher met with the reading faculty of our institution to understand exceptional children and how to address their needs effectively in a parochial classroom. The teacher spoke of particular behavioral characteristics, challenges and the desire to help exceptional children read and display positive behaviors. While the situation described related to a parochial setting, the ideas could apply to a public school setting also.

Many public school teachers do not have backgrounds or training concerning children with special needs. A survey conducted in Northeast Arkansas, revealed this to be a major area of curriculum concern (Bond, 1998). Similarly, the writers observed in university class meetings, teachers, who are vying for graduate degrees and/or certifications, have sometimes avoided discussions of exceptional children. The writers hypothesize that the avoidance of this topic results from a lack of understanding.

Teachers of today need to have information and background for educating diverse and exceptional children. The focus of this paper is to help teachers in varying settings work effectively in the support of the reading and literacy of exceptional learners. Exceptional, as defined in this paper, refers to children having special needs with mentally retardation, learning disability or emotional and behavioral disorders, or a combination thereof, requiring special attention or consideration in learning (Harris & Hodges, 1995).

Legal Aspects and the Inclusion Movement

Since passing the Education of Exceptional Children Act, Public Law 94-142 of 1975, and as up-dated, the Individuals with Disabilities Educational Act (IDEA) of 1997, teachers and schools are striving to provide the best learning environments, a free, appropriate and least restrictive education for exceptional children (Leu &

Kinzer, 1999). The basic goal of all education is to educate students for later life. As such, the inclusion movement aims to eliminate the separation of exceptional children from others, providing a more realistic situation (Baker, Wang, and Walberg, 1994-1995). In view of the aforementioned laws and the inclusion movement, it is critical for teachers to know about exceptional learners and how to help them learn literacy.

The inclusive laws emphasize participation and interdisciplinary cooperation in creating optimal learning environments for exceptional learners. The laws require formulation of individual education plans (IEPS) for each child (Leu and Kinzer). Similarly, the laws mandate placement of each child in a least restrictive environment and placement of each child with children without exceptionalities as much as possible.

The laws decree zero rejection, nondiscriminatory evaluation, procedural due process, and parent and student participation. The zero rejection ensures that children are not be rejected due to handicap or the severity of a handicap. The nondiscriminatory evaluation helps to ensure that children are not singled-out or unfairly categorized because of linguistic or cultural bias associated with living in a less advantaged population or as a result of a test. The due process assures fairness and safeguards students and parents from any harmful action taken by a school. Litigation could occur to ensure a child receives proper services. Another guarantee of the legislation is that parents and exceptional students can contribute to the development and implementation of individual education plans.

Psychological Organization of the Teacher

A useful acronym for teachers who work with diverse and exceptional learners is **special needs**. This expression helps to provide a context for working with exceptional learners and may serve as a psychological guide as teachers prepare for the instruction of children having special needs. The complexities of a classroom

today often make instructing exceptional children difficult. The information to follow is likely to demystify the process of teaching exceptional children and to lessen the complexity of instructional situation.

S is for being sensitive to the students' needs, setting children up for success. Leu and Kinzer (1999) describe the importance of building on background knowledge as students learn content. Teachers should to be sensitive to the needs of all the children with and without exceptionality.

P is for patience, important in helping exceptional children learn. It may mean reviewing a topic covered in class, before moving on to a new one or even spending more time on a topic if the topic is extremely important. It often takes longer for exceptional children to acquire a new skill or strategy compared to others in class. It is important to cultivate some patience in working with exceptional children.

E is for being empathetic with exceptional learners. Being empathetic means being able to sense what it is like being exceptional. It helps one to understand and anticipate the effects of teacher actions.

C is for caring for the child. Exceptional children characteristically can sense genuine caring and when one truly likes or appreciates them.

I is for individualizing the instruction of exceptional learners. While it is important to have overall goals for your lesson, it is important to set reasonable and responsible goals for the children. These writers feel that it is important to treat exceptional children as normal as possible in the light of a social and transactive and interactive classroom context. To state it another way, it is important to have diverse learners participate and optimally learn with and from everyone. While individualization is central to meeting requirements of the public laws involving the exceptional learners, individualized instruction can occur in the context of whole class instruction. Individualized activities or tasks for exceptional children, apart

from total class instruction, are for those children with extreme learning challenges or needs.

A is for acceptance of exceptional learners. This involves accepting unique physical or behavioral characteristics if they exist and building students' learning from initial background knowledge, interest and motivation, strategy and processing. No matter what unique characteristics exist, one accepts those unique learner characteristics with a focus on helping exceptional students learn.

L is for the importance of learning life skills or survival skills. In other words, teachers need to decide what is most important about a lesson to teach in order to help children satisfactorily adjust to society or to become a contributing member of society. For example, in a social studies community lesson, children may learn to read and understand words like **poison**, **danger**, **caution**, **hazardous**, **yield**, **stop**, **go** and others that improve health, safety or even social prospects. For math, it might mean learning to identify money denominations, to pay the exact amount or to be able to make change with varied amounts of money from a classroom community store.

N is for understanding the nature of a child's exceptionality. Understanding the nature of a child's exceptionality is likely to benefit teachers as they teach exceptional learners in their classrooms. While there are some common learner characteristics and teaching strategies that benefit all exceptionalities, there are some particular characteristics and teaching strategies unique to specific exceptionalities. One might contact a resource teacher having specialized training in the school system in which you work or one might contact a specialist with advanced training from a local college or university for further characteristics or strategies information. Reviewing current texts or research and practical articles and electronic resources or web search engines (i.e., Yahoo, Lycos, Dogpile, Netscape) for particular categories of exceptional children is also helpful in gaining

an understanding of exceptionalities. Avoid searching for one solution for all reading or literacy problems (Leu and Kinzer, 1999).

E is for setting higher expectations. Educators should have exceptional children do as much literacy, language and meaning-making as possible. It is important for exceptional students to do more than time-filling drawings or other activities. When in doubt, have children write or read or do an activity that will contribute to their survival in society.

E is for providing encouragement to exceptional children as they attempt or engage in learning activities and strategies.

D is for providing direct instruction. Direct instruction, sometimes called deductive instruction, is a desirable, expedient and an on-demand strategy for exceptional children. During direct instruction, the teacher directly teaches important information, tasks and strategies. Exceptional children may also benefit from discovery learning, once they establish behavioral resources and self controls. Learners should be task-mature and fairly independent to gain the optimal effects of discovery learning.

Basic steps of a direct instruction lesson for any subject are as follows (Leu & Kinzer, 1999). Step one, the teacher provides direction, a generalization or concept. Step two, the teacher displays several examples that apply to a generalization, thesis or concept. Step three, the teacher provides guided practice with a generalization with specific examples. Children perform a task that reinforces their understanding of a generalization or concept. Four, students complete independent activities for practice, reinforcement or consolidation of learning.

S is for systematizing data and records of exceptional children. A portfolio format is helpful in communicating with parents, teachers, and with particular children. Portfolios generally consist of artifacts and varied samples of work taken

from instructional activities or meaningful projects that illustrate progress and the process of learning over time (Valentia, 1990).

Psychological Organization of Exceptional Children

While various categories of exceptional children exist, several common categories of exceptionality are part of this writing. The categories represent a common language for teachers, specialists and others as they prepare to address the needs of exceptional children. Avoid using categories or labels as psychological defense mechanisms or excuses for not helping a child, a likely occurrence, when lacking understanding of children. Leu and Kinzer (1999) acknowledged that using categories contributes to legal definitions for programming, to administrative functions and goals, and to teacher learning about exceptionalities.

Along with exceptional learner categories, teachers should be aware of characteristics often associated with particular categories of exceptionalities. Awareness of the psychological characteristics of exceptional children is of benefit as teachers plan and implement strategies. The categories and associated psychological characteristics addressed are as follows learning disabled, mentally retarded, and emotional or behaviorally disordered, correspondingly.

Learning Disabled

Learning disabled students have at least average or above intelligence with problems about language, communication or symbolization. No physical, motor, sensual, environmental, mental retardation or emotional factors exist to account for their learning challenges. A gap exists in at least one achievement area. Learning disabilities commonly involve reading. There are perceptual-motor problems suggested from fine and gross motor activities. There may be perceptual-motor problems associated with writing such as reversals of letters such as b and d or of letter sequence such as was for saw or problems with letter orientation such as p, d

or q. Learning disabled students often display challenges with attention, becoming easily distracted. Furthermore, these students frequently lack effective problem solving and learning strategies (Leu & Kinzer, 1999).

Mental Retardation

An expression associated with mental retarded children is slow learners, although this term is more appropriate for children in the borderline or gray area. Mentally retarded learners often have IQs less than 70 as estimated from a standard measure of intellectual functioning. Mentally retarded children have subnormal intellectual function together with challenges in social adaptation; the condition becomes apparent during the developing years (Leu & Kinzer, 1999).

Mentally retarded children tend to display some or all of following learning traits (Leu & Kinzer, 1999). One, they often display short attention spans and distractibility. Two, their short-term memory is often poor for words and ideas. Three, these students frequently evidence delayed language development. These children frequently manifest speech and language problems. Although the developmental stages for exceptional children are similar to children without exceptionalities, the progression through stages seems interrupted or occurs at a slower rate for mental retarded children. Four, these children may have difficulty understanding abstract ideas, reinforcing the importance of concrete or hands-on learning experience.

Emotional or Behaviorally Disordered

Children of the emotional or behaviorally disordered category frequently display extremes of behavior. Their behavior tends to be long lasting. Emotionally or behaviorally disordered children have behaviors that are often against social or cultural expectations. These students are likely to display withdrawal, anxiety and aggression (Leu & Kinzer, 1999). They may have few friends and present day dreaming and difficulties in group work. Children of this category may be overly

anxious showing crying, embarrassment, depression and a fear of novelty. Further, such students may exhibit aggressive tendencies that disrupt a classroom environment. Emotional or behaviorally disordered children might direct aggression at self, property or at persons. Routine procedures and structure are helpful for these students. One must carefully handle changes in school schedule. Informing these students of future schedule changes is likely helpful.

Instructional Organization

There are a number of instructional organization adjustments that may be helpful to exceptional learners. Helpful instructional organizational patterns include study carrels, cooperative learning, strategy groups, contracting, slicing, thematic units, learning centers, and books on tape or CD-ROM.

Study Carrels

Study carrels are helpful for any children with attention or focus problems. Children with attention problems may be taking prescriptive medications. A complimentary approach for such children is to provide a quiet place to work or study. Teachers can make their own study carrels with card board boxes affixed to desks. Of course, one may choose to purchase desks designed for this purpose. Three to five carrels positioned in a certain part of the room is helpful to exceptional children with attention or distractibility problems. Study carrels can be beneficial to all children needing a quiet place for creative activities. The teacher might call this area the creative or quiet study center. The Chesapeake Institute (1994) described other helpful ideas and strategies to help children with attention problems improve in reading and language arts, behavior, organization and math.

Cooperative Learning

There are many strategies that foster cooperative learning including partner reading and partner writing. Cooperative groups should not be larger than 5 as a general rule. Cooperative reading and writing might involve pairing or matching

students needing assistance with someone proficient in the skill. The idea is that the less proficient child can learn with and from a more proficient child (Vygotsky, 1962/1986). The teacher must monitor cooperative learning arrangements to ensure that the groupings are productive.

Strategy Groups

Strategy groups involve forming groups of children on the basis of need to learn a particular strategy (Leu & Kinzer, 1999). For example, one might form general groups of children needing to learn print or decoding strategies, vocabulary, comprehension or writing or some other process such as listening or following directions. One may define needs specifically. For example, a teacher could form a group to learn a particular word with a beginning pattern such as consonant blends. Likewise, an example pertaining to comprehension, might involve learning to set purposes or asking questions before, during or after reading. Children take turns asking questions about the text being read. Normally, strategy groups last for a short time such as one to two weeks.

Contracting

Contracting involves meeting with one or more children to decide goals and activities to accomplish for a certain period time (Leu and Kinzer, 1999). Grading or rewarding occurs for accomplishing a task or activities according to the agreement. A contract, as a document, specifies the details of a learning agreement together with signatures of those involved. One may set a contract each day, over a number of sessions or over large blocks of time. It may include student, teacher and parent/guardian periodic comments and reflections. A contract empowers children to participate fully in the learning process.

Slicing

Slicing is reducing the amount or length of an assignment according to readers' needs (Cheek and Cheek, 1983). It starts with knowing something about the

learners' functions and characteristics. Examples of slicing an assignment for exceptional children would be expecting a paragraph of writing about topic instead of a one page report or a picture with one or two sentences about the picture or topic in place of the full page assignment.

Teaching Through Units

Thematic units organized around certain themes or topics help all students learn. There is something for everyone to read and multiple instructional resources available when using thematic units. Units help to prevent fragmentation, disconnection and nonmeaningful learning (Routman, 1991). Units provide opportunities for students to investigate topics centered about a theme in greater depth, while simultaneously refining language arts and learning something new and interesting. It involves meaningful and interconnected activities/projects. The open-endedness of the activities associated with units allow learners to respond simply or in a complex fashion. Topics for thematic units tend to be broad-based to take advantage of students' individual differences (Pike, Compain & Mumper, 1997) as students make choices in their pursuit of their learning. Themes become the vehicle for delivering the curriculum so to speak. Integration might involve reading and writing alone or with other language arts like listening and speaking, literature and/or content subjects.

Learning Centers

Learning centers provide a forum for review and consolidation of select content. They fit with any philosophy and can accommodate any educational curriculum. Learning centers facilitate individualization of instruction (Tierney, Readance & Dishner, 1990). Learning centers infuse practice and drill in meaningful ways (Stange & Ankerman, 1999). Students may navigate learning centers individually or cooperatively. Learning centers benefit teachers as they accommodate childrens' varied learning rates and styles. Centers provide a forum

for evaluating the level of task-maturity of students. Learning centers embody active student learning.

Learning centers may involve games, and/or spelling, reading or writing activities. Often learning centers contain a number of teacher-made flexible folder activities but could include items purchased from a company. Periodic changing of the learning centers occurs weekly and when children visit them and the particular folder activities at least once.

Books On Tape or CD-ROM

Books on tape represent an idea helpful to exceptional children with reading problems. Children can listen to a book while reading and following along with the recording (Chomsky, 1978). The books on tape could be teacher made or student made. The later might involve having a good reader make a recording of his/her reading of a book. Certainly, books are available on tape and another option is interactive CD-ROM book software from educational publishers.

Language-Based Instructional Strategies

A classroom teacher may choose from a number of language-based and beneficial instructional strategies for exceptional learners including language experience, sustained silent reading, sustained silent writing, rereading, neuro-impress or echo reading, and the visual auditory tactile kinesthetic strategy. Description of each of the strategies occurs in the following.

Language Experience

Language experience is a perfect vehicle for learning literacy. It builds upon the thoughts and language of children; they can read what they have spoken. It serves to acquaint children with story schemas (Reutzel and Cooter, 1999) and helps them understand the functions, features and forms of print. A teacher may use language experience individually or with a whole class to accomplish experience charts, shape books related to a particular theme, tape recorded stories for story

writing and editing practice or a key vocabulary word bank (Reutzel and Cooter, 1999). During whole class, each child contributes a sentence or kernel of thought.

Pike, Compain and Mumper (1997) described a modified language experience activity in which the teacher guides exceptional learner backgrounds and exposure to story readings and with instruction and discussion of well-written texts before beginning a language experience. This procedure helps to inscribe proper language patterns.

After exposure to well-written texts, one may complete a language experience in seven basic steps. One, children dictate story about a field trip, concrete object or event, a story or some other prompt. During dictation, the teacher records the message in the format of the children on an experience chart. Use manuscript, since it approximates print. Two, the teacher reads each dictated sentence to the children. Three, the teacher invites children to read each sentence. Four, after the story is complete, the teacher reads the entire composition. Five, the children read the entire story composition. Six, students develop pictures with their contributions or particular language experience stories. Seven, the teacher types each story into a meaningful format for later reading. However, the teacher might guide children to word process the story into a book.

Sustained Silent Reading (SSR)

Sustained silent reading time sometimes refers to drop everything and read (Dear Time) or sustained silent reading (SSR). Sustained silent reading is as it says, reading for a sustained period silently for enjoyment (McCracken, 1971). Everyone reads with the teacher modeling silent reading for fun. The time devoted to it may range from 5 to 15 minutes with gradual increments of a few minutes until reading for 30 minutes or more. Typically, the activity ends for a child when he/she breaks concentration and looks up.

Sustained Silent Writing (SSW)

Sustained silent writing is similar to sustained silent reading with an emphasis on the meaning-making writing process. It is important to talk and share before writing when working with exceptional learners (Routman, 1991). Talking over what students will be writing about makes the task easier for students. Spending about 15 to 20 minutes verbalizing the topic and probing with questions often is enough to initiate and facilitate the writing process. Teachers write while the children write. The teacher demonstrates or models the refinement of a portion of writing that prepares students as they attempt to do the same. Conferencing to provide positive feedback to students typically occurs individually or with groups of children.

Rereading

Rereading is a technique advocated by Samuels (1979) to improve fluency, comprehension and speed of processing. Normally a reader practices oral readings of a page or a select number of words using a stop-watch timer. One may chart or graph the time taken to read a page for evidence of decline. Another option is to chart the number of oral reading miscues to note a decline in errors about a particular text. With each rereading, the task becomes easier. A material estimated at the frustration reading level is often at the instructional reading level after one reading. Similarly, material at the instructional reading level is likely at the independent reading level with one or more oral or silent readings.

Neuro-Impress or Echo Reading

The neuro-impress technique is a good way to support reading progress (Heckelman, 1966). The technique involves reading the text together in unison while simultaneously sliding your finger a pen, pencil or pointer under the line a print. Begin with easier text material and progress to more difficult materials. Heckelman recommends using materials at the child's listening comprehension level, as

suggested from an informal reading inventory. Keep a time log involving the strategy, typically lasting 5 to 15 minutes per session. After 1 to 2 hours of neuro-impress, progress is likely. Typically, a teacher should not use neuro-impress for more than 5 or 6 total hours per child.

Echo reading is a variation of the technique that involves reading sentence by sentence. The student reads the sentence after you finish reading it. With echo reading, a teacher uses larger increments of text such as 2 or more sentences, a paragraph, or a page as progress occurs. One may use this technique individually or with a small group (Reutzel & Cooter, 1999).

Visual Auditory Kinesthetic Tactile Strategy (VAKT)

The visual auditory kinesthetic tactile strategy consists of a series of stages to help learners with severe reading challenges progress (Fernald, 1943). One may use print or cursive depending on the age and/or what individual children produce and understand. Originally, VAKT involved cursive writing as follows. Stage 1, students select a word to learn. The teacher writes the word in crayon on a 3" by 11" strip of paper. Students trace the crayoned word with one or two fingers. Learners say the whole word while tracing the copy. Children repeat the tracing until being able to write the word from memory on scrap paper. Readers compare their written word to the copy. Students write and orally and/or silently read a new story a number of times. Stage 2, Tracing is no longer necessary. Students learn words by writing them only rather than tracing them first. Stage 3, Students learn from the printed word by reading silently from a self-selected book. Stage 4, Students recognize words from their similarity to words, or parts of words, already known. Students silently read easy books.

New and experienced teachers can benefit from further information about teaching exceptional children. In view of the aforementioned public laws and the inclusive movement itself, it is very likely that all teachers will have exceptional

learners in their classrooms. It is important to psychologically prepare for teaching exceptional children. Being cognizant of the special needs of exceptional children, the psychological organization of common exceptionalities, the instructional organization options, and particular language based literacy supportive strategies will help teachers as they strive to meet the needs of all students.

References

Baker, E., Wang, M. & Walberg, H. (1994-1995). Synthesis and research: The effects of inclusion on learning. Educational Leadership,52, 33-35.

Bond, S. (1998). [Teacher inservice survey in Northeast Arkansas]. Unpublished raw data.

Cheek, E. H. Jr. & Cheek, M. C. (1983). Reading instruction through content teaching. Columbus, OH: Merrill.

Chesapeake Institute (1994). 101 ways to help children with add learn: Tips from successful teachers. (Report No. EC-304394). (ERIC Reproduction Service No. ED 389 109).

Chomsky, C. (1978). When you still can't read in third grade: After decoding, what? In S. J. Samuels (ed.). What research has to say about reading instruction. (pp. 13-30). Newark: International Reading Association.

Fernald, G. (1943). Remedial techniques in basic school subjects. New York: McGraw Hill.

Harris, T. L. & Hodges, R. E. (Eds.). (1995). The literacy dictionary: The vocabulary of reading and writing. Newark, DE: International Reading Association.

Heckelman, R. G. (1966). Using the neurological impress remedial reading technique. Academic Therapy Quarterly ,1, 235-239.

Leu, D. J. Jr. & Kinzer, C. K. (1999). Effective literacy instruction: K-8. (4th ed.). Columbus, OH: Merrill.

McCracken, R. (1971). Initiating sustained silent reading. Journal of Reading, 14, 521-524.

Pike, K., Compain, R. & Mumper, J. (1997). New connections: An integrated approach to literacy. (2nd ed.). Reading, MA: Longman.

Reutzel, D. R. & Cooter, R. B. Jr. (1999). Balance reading strategies and practices: Asssessing and assisting readers with special needs. Columbus, OH: Prentice Hall.

Routman, R. (1991). Invitations: Changing as teachers and learners k-12. Portsmouth, NH: Heinemann.

Stange, T. V. & Ankerman, A. (1999, May). Literacy learning centers: How to provide opportunities for children to be actively involved. Poster session presented at the annual meeting of the International Reading Association, San Diego, CA.

Tierney, R. J., Readance, J. E., & Dishner, E. K. (1990). Reading strategies and practices: A compendium (3rd ed.). Boston: Allyn & Bacon.

Valencia, S. W. (1990). A portfolio approach to classroom reading assessment: The whys, whats and hows. The Reading Teacher ,43, 338-340.

Vygotsky, L. S. (1968/1986). Thought and language. (A. Kozulin, Trans.). Cambridge: MIT Press.